DOCUMENT RESUME

ED 273 961 CS 209 977

AUTHOR Abrams, Michael E.; Norvelle, Ronald L.
TITLE The Land of WYSIWYG, Plain Talk about New Computer Graphics in the Journalism Classroom.
PUB DATE Aug 86
NOTE 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986). Portions of Attachment 2 contain marginally legible print.
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Computer Assisted Instruction; *Computer Graphics; Computer Networks; *Computer Simulation; *Computer Software; Computer Uses in Education; Display Systems; Higher Education; *Journalism Education; *Layout (Publications); *Microcomputers; *Photocomposition; Printing

ABSTRACT

Intended for journalism school instructors and administrators as they make decisions about purchasing computers to help teach graphics and typology, this guide discusses seven areas of weakness in journalism curricula and ways in which schools should prepare themselves for new technologies. The introduction first discusses WYSIWYG--"what you see is what you get"--which refers to students' ability to create and see exactly what a finished product will look like. Next, the guide describes those systems that have worked at the Florida A&M University School of Journalism, the new computers on the market, and the Macintosh Lab at Florida A&M. The bibliography lists periodicals specializing in computers and books about publication graphics and personal publishing. Attachments provide (1) printouts from a system using a Koala Pad with a Commodore 64 computer, a disk drive, a Tymac interface, and an Okidata 93 printer; (2) examples of classwork done by students with a normal coldtype system and work done using a Macintosh with a laser printer; (3) a photocopied reduction of a newspaper printed on a laser printer; and (4) an example of the use of Knight Ridder Graphics network at a school newspaper. (SRT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED273961

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The Land of WYSIWYG

Plain talk about new computer graphics in the journalism classroom

By Michael E. Abrams and Ronald L. Norvelle
Florida A&M University School of Journalism, Media and Graphic Arts

For the Communication Technology and Policy Committee

Association for Education in Journalism and Mass Communication
Norman, Oklahoma 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael E. Abrams

Ronald L. Norvelle

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 209 977

BEST COPY AVAILABLE

What guidelines should journalism schools follow in purchasing computers to help in teaching graphics and typography? How can journalism schools know whether their money is well-spent and that students will benefit from the new high technology? What kinds of computers work in the classroom?

We would like to present seven problem areas that journalism schools may encounter as they prepare for the new technologies, and offer our suggestions for solving these problems.

Decisions on purchasing equipment, or on whether to accept surplus or donated equipment, have been a fact of life in journalism education ever since Walter Williams established the first journalism school at the turn of the century, at a time when typesetters were plucking type from the old California job case. Now, a hundred or more schools and departments of journalism claim to teach courses in newspaper or magazine layout and design. Some taught basic courses in design and typography in bygone years with students melting lead for the formidable linotype machines. Even if a graphics course is not taught formally, students in editing classes assuredly become familiar with dummies and make-up, headline sizes, pica widths, and cropping and scaling of photographs and line art.

Now, with the birth of personal computing, typography has once again changed its nature. In former times, the "feel" for what a page would look like, or for a new typeface, was often instinctive. To understand what was happening, editors and designers would have to wait until that page had been set in type, a time-consuming process which was always costly and often resulted in the need for a complete or partial redesign. And this was accomplished with ponderous technology. Today, it is possible to design a newspaper or magazine page or an element of that page on a computer screen, set up windows and line art, and get a good idea of what the page would look like if it were to be set in type. It is also possible to have a draft of the page in-hand in a brief time, to check for any errors which may have gone undetected on the screen. In the classroom, students can see what the finished product will look like. The modern acronym is "WYSIWYG" -- "what you see is what you get."

Every journalism school would like to have reliable and productive systems. But the obstacles could leave many of them wishing they had never heard of the new technologies.

A bewitching problem that journalism educators face is learning enough about the practicalities of computer programs and equipment to find the right equipment to do the job at the right price -- so as not to be at the mercy of every hungry computer salesman. Without some working knowledge, journalism educators are trusting to luck, a very dangerous policy to follow through the wreck-strewn shoals of high technology. It is a melancholy thought that otherwise responsible and accountable state-supported schools with impeccable reputations may find themselves using taxpayer money to play a kind of computer roulette.

Know this: Most computer dealers today would be overjoyed to sell their product to a journalism school, however poorly adapted it is to the school's needs, however likely it is to have "bugs," or however distant and expensive the repair shop. Every dealer wants to be a friend. In addition, most software developers make claims of "user-friendliness" for programs that may baffle your students and may cause you and your school much frustration and lost time. And inscribe this on your gate: There are quite a few generous newspapers that would love to give journalism schools fancy but obsolete equipment, stored in a hot warehouse or basement for weeks or months, with spiders and other critters crawling all over it. These people would like to write off a charitable deduction to Uncle Sam, leaving the unsuspecting school to discover how much money and additional hardware is needed to get the first usable beep from the "valuable gift." Your gift may be the Battleship Missouri, when all you needed was a canoe.

In brief, journalism schools are going to make some mistakes, many of them avoidable. The object here is to try to make as few mistakes as possible.

We would like to present seven areas of weakness we see in journalism schools and suggest some ways in which schools should prepare themselves for the new technologies. Then, we will present some systems to you which so far seem to work for journalism schools.

1. **Problem:** No navigator on board.
Solution: Form a computer graphics and typesetting committee in your school. Some members should have knowledge of personal computing. This committee should visit local dealers to see what is offered in town, and should contact other institutions to see what is working and not working in their state for similar applications. This committee should be familiar with state and university purchasing contracts and discounts. It should make recommendations to the dean,

director and faculty about purchasing computers, and should solicit faculty response. The committee should also investigate the possibility of outside funding for computers.

2. **Problem**: No knowledge about the "ecology" of the chosen computer.

Solution: Committee members should become familiar with computer companies, their reputations, and the developments surrounding them. Subscribe to publications through your own library. Much can be gleaned by reading newspapers and magazines that discuss the various computer systems on the market. These publications would include **InfoWorld, Byte, MacWorld, PC**, etc. In addition, always be in touch with people in your town or university who use the computer you are interested in purchasing. Ask them about your situation and needs. Find the local "user's group." Committee members can even get in touch with them through the dealers. You don't want to get stuck with an orphan computer that won't be supported, or a computer system that has its closest maintenance shop hundreds of miles away. Also, just because the university is "going with" a certain computer doesn't make it right for you. Investigate.

3. **Problem**: No one to set the stage.

Solution: Plan ahead for appropriate conditions in your building. Sometimes it's easy to forget that a roomful of computers usually requires more space than an ordinary classroom. Students in a graphics lab may need much more space (for boards, pens, knives) than students in an editing lab. Plan your space. Further, computers must have a regulated temperature and humidity (even over school holidays). Computer rooms require a sufficient electrical capacity, a number of well-placed outlets and filtered electric power. In addition, computers may not survive well in carpeted rooms that generate static electricity which can destroy memory and programs. Yes, if you want to telecompute, you do need a telephone line in the room, and probably a long-distance line. Schools may want to hire the services of someone who has installed computers.

4. **Problem**: Who's in charge here?:

Solution: Plan to make someone responsible for the laboratory, perhaps your most capable graduate assistant but preferably a teacher who knows the system and how to use it. Someone must be responsible for the condition of the equipment, its repair, its maintenance, supplies, and a budget for these items. Someone must listen to the complaints. Plan to compensate the person for doing this, either monetarily or by

cutting back on his or her teaching hours. Schools that are not sensitive to this weakness are asking for some fairly expensive problems, including the loss of faculty.

5. **Problem**: Are you burglarproof and insured?
Solution: Plan for security. Select a place for the computers that can be secured. A lock on the door means nothing if a window can be broken so the burglar can reach the knob on the inside -- so double-locks are important. Pay special attention to those extended holidays when break-ins are most common. Also check into your institution's insurance program to see if your equipment is covered in damage or loss. Sometimes a self-insured university cannot replace expensive damaged items. At one university, the cost saving measure of turning off the heat caused overhead water pipes to burst during the winter holiday, dousing and ruining some video display terminals. The self-insurance did not cover the loss and the journalism department was deprived of its equipment.

6. **Problem**: Is the faculty involved here?
Solution: When purchasing a system, don't ignore the instructor or allow perfectly able instructors to escape responsibility for learning the basics of the system. One way to insure some cooperation is to give instructors machines at their desks. Those in charge of the system should also offer training sessions for fellow teachers. These sessions should be long and numerous enough so the faculty can learn enough to ask meaningful questions. In any case, do not expect faculty members to magically acquire knowledge of a system. For teachers working daily on the computer, desk machines are absolutely necessary for preparation of class materials. Teachers must know the system better than the students so that they can troubleshoot the students' problems.

7. **Problem**: Have your courses lost their content?
Solution: So you've set up a wonderful computer system at a reasonable cost, and your students have been working with it for a semester or two. Are you satisfied that students are learning the content of the course? Or are they spending too much time learning how to use the computer? This is a question that has perplexed journalism teachers ever since video-display terminals came onto the market. One way to help students is to provide a good, readable set of instructions on a basic level, followed by some very patient monitoring at the keyboard. Devote several days to the system, itself. If everyone is running at speed, the content of the course will flow more easily. You have to reach your own conclusions about the worth of the computer and whether this technology suits the purposes of higher education. Some

kinds of courses may fare better with old-fashioned typewriters and paper. As the professors say, more research is needed.

What Has Worked for Us

In experimenting with new systems, we have found a range of applications for the classroom. Personal computers do not have to be a major investment for demonstration purposes, and students can get a good idea of what a computer does by sharing an inexpensive setup.

The most inexpensive computer we have used has been the Commodore-64, costing about $500 with monitor and disk drive. A printer can be added to the system. While we like to use a color monitor, it is not necessary for newspaper graphics demonstrations. An ordinary color television set will work, as well as a monochrome monitor. For a program, we have used **Koala Paint** by Koala Technologies in conjunction with **Koala Pad**, a sketch pad that connects to the joystick port of the computer. Using the pad, we have been able to construct rough prototype pages and layouts. These drawings are more precise than thumbnail sketches, but are less complete than those using high resolution systems.

The graphics equipment and software allow one to set up pages of almost any column width on the screen. Pictures and greeked-in headlines can be placed anywhere on the page. Picture blocks can be proportioned and positioned using the capabilities of the Koala software. What can be so easily created can be erased for yet another try. This is important in teaching graphics. Students who spend much time and effort in the creation of a design become committed to it and resist any further creative effort that would compromise their initial design. The visuals produced by this software have an advantage for graphics students who focus on the design elements, rather than being distracted by the pictorial content or verbal content of the headlines.

A great advantage of the drawing pad is its selection of options. Frames, boxes, circles, lines, filled shapes and rays can be drawn in a variety of dimensions. Many combinations of back and foreground colors may be used. The pad forgives mistakes -- an "oops" option allows a person to erase the last change made to a design without erasing the entire screen. With **Koala Pad** you can create a working screen and a resource screen and you can swap between the two, moving elements from one to the other.
Another option allows the student to change colors of any design element using a palette of 32 colors. Any design can be

saved on a disk and shown again for display or alteration. The pad and stylus, we have found, work better than programs which use joysticks, keyboard entry or a light pen, all of which are cumbersome to use. The technology today seems to be shifting towards the use of a "mouse" as an input device, but a stylus of some sort is still more natural to the hand when the task is graphics.

Examples of what can be done with **Koala Pad** are attached (see pages of attachment one). This program and pad are available for many computers, including IBM, Apple and Atari. We have not used the pad for these computers, but the results should be the same. We feel **Koala Pad** is useful in class, but that faculty should investigate more sophisticated machines for students.

Other software packages which can give a rudimentary printout and some graphics experience include **The Newsroom**, by Springboard and **The Print Shop**, by Broderbund. **The Newsroom** puts out a home newspaper page on a sheet of typing paper. Unlike the pad, it will generate actual stories onto a page. Icons (line art) may be transported to the page and columns of type, and headlines can be created. The general impression we have is that **The Newsroom** is not sophisticated enough for college-level work, although it may produce useful flyers every once in a while for your department. High school newspapers in small schools have been printed, using this program. It is available for most home computers.

The Print Shop by Broderbund is an easy way to make banners, small signs and greeting cards. Formatting options are quite limited for graphics students, and once more, it seems this technology is at a much lower level than suitable for the college student We feel this software is a personal printing application for the novice and does not really address the needs of journalism graphics instructors.

The New Computers on the Market

The past two years have seen the entry of several new machines, among them the Atari 520 and 1040ST, and the Amiga, both offering impressive graphics capabilities. The disappointment to date is that software manufacturers have not utilized these capabilities. Neither machine has a layout and printing application program of the caliber of the Macintosh applications **Pagemaker** by Aldus Software and **Ready Set Go** by Manhattan Graphics, or the IBM application **Do It** by

StudioSoftware. The programs currently available to the public resemble the less sophisticated programs for earlier personal computers. Although the color and graphics on the screen can be attractive, neither computer offers a laser printer of the caliber of Apple's Laser Writer. At this point, and until usable software becomes available and the bugs are ironed out, universitites will just have to wait to see how these machines can be used. They undeniably have great potential, but until software manufacturers unlock that potential for the users, it will remain a hidden resource.

The Macintosh Lab at Florida A&M University

Our recent experience with a Macintosh Plus system at Florida A&M University's School of Journalism, Media and Graphic Arts has brought us close to what we want in our graphics classes. The university has used a variety of typesetting systems in the past, so we had a fairly good idea of the kinds of problems we might encounter in any purchase. The School of Journalism, for instance, was using a Compugraphic typesetter attached to another system of video display terminals manufactured by Newspaper Electronics Corporation of Kansas City, Mo. This system was used for graphics design classes and for the school newspaper. In Graphic Arts, Varityper and Compugraphic terminals were used with respective typesetters. This equipment was used to teach graphic arts majors and to set type for many university projects. The Graphic Arts division had recently purchased an IBM PC which is interfaced to the Varityper system and used for typesetting. We were familiar with some of the problems involved in keeping these machines maintained and functioning. In addition, the school newspaper, The FAMUAN, had recently purchased a Macintosh and laser printer on its own budget, and had used it to produce back-up copy and advertisements. Using a modem, the school had been able to take advantage of the Knight Ridder Graphics Network and obtain information graphics over the telephone, for use in the student newspaper. An example is in the pages of attachment two.

A committee in the School of Journalism was formed to investigate the field and make recommendations on the purchase of new computer equipment. After discussion and evaluation, the committee recommended purchase of Apple Macintosh equipment. Committee members had seen the computer in various applications, and had been impressed with its high resolution graphics capabilities and its ability to print out usable, camera-ready type from a laser printer. One

of the strongest reasons for purchasing the system was its ease of operation and reasonable cost. At that time there were no other systems with comparable abilities at anywhere near the same price range. We considered the IBM as an alternative, but the unit costs of each machine, after the system upgrades to provide the needed capabilities, were prohibitive. Further, at that time, there was only a promise of software to come. Another alternative, the update and overhaul of the NEC system, would have been even more expensive, and the older system was not capable of graphics output. The other system would be kept, however, and used for the student newspaper and other projects. The new, untested system would be a backup.

We felt that a further advantage to the new system was that there were fewer hardware bottlenecks, key pieces of equipment whose failure would shut down the entire system. The terminals could operate independently, working directly with the output device.

The system is comprised of 13 Macintoshes, with two more available when needed. These machines are connected in a network. A copy of the network diagram is attached. The Appletalk network is managed by network server software, MacServe by Infosphere. We use a 20 megabyte hard disk drive, and two of our terminals have external drives, with two more in reserve. Through the network, each student is able to print out either from a dot matrix Imagewriter printer or from the LaserWriter.

The initial results have been pleasing. The first use was in the summer student workshop where high school students from around the state and Georgia produced their own newspaper at the university. The students wrote their articles on the Macintosh system, using MacWrite software. The stories were taken from their disks and printed out on the first LaserWriter in the school newspaper office, in galley form, ready for pasteup. The entire workshop newspaper was pasted up from these galleys. It was shot and printed in the Graphics Arts department. Students have been using the system for our Publication Editing and Design classes and Magazine Writing course. We plan to use it for Magazine Production and in related classes. Students have responded well and seem to be eager to have the chance to use the Macintosh computer.

In the Publication Editing and Design course, we split our 16 students into two groups, assigning one to the old NEC typesetting system with Compugraphic typesetter, and the

Bibliography

Periodicals: (these are the periodicals we have found most helpful in keeping up with what is going on in computer graphics and publishing. We would urge journalism school libraries to consider them)

Amiga Magazine/ "Exploring the Amiga"
Published bi-monthly
Reader Service Department
P.O. Box 363
Dalton, MA 01227

A+ Magazine/ "The Independent Guide to Apple II/Macintosh Computing"
Published monthly by
A+ Magazine
One Park Ave.
New York, N.Y. 10016

BYTE/ "The Small Systems Journal"
Published monthly by
Byte
P.O. Box 597
Martinsville, N.J. 08836-9956

Compute/ a magazine for the C-64 and other computers
Published monthly by
Compute
825 7th Ave
New York, NY 10019

Computer Shopper/ National publication for buying-using-selling computer hardware & software
Published monthly by
Computer Shopper of Titusville Inc.
407 S. Washington Ave.
Titusville, Fla. 32796

Computer Update/"A Boston Computer Society Publication"
Published bi-monthly by
The Boston Computer Society
One Center Plaza
Boston, Mass. 02108

Computer+Software News/ "The only news-weekly for computer and software retailers/dealers"
Published weekly by
Lebhar-Friedman Inc.
425 Park Ave.
New York, NY 10022

Design/ The Journal of the Society of Newspaper Design (membership dues include subscription)
Published quarterly by
The Society of Newspaper Design
The Newspaper Center
Box 17290
Dulles International Airport
Wasington, D.C. 20041

EP&P 86/ "The magazine for electronic publishing & printing professionals"
Published bi-monthly by
Maclean Hunter Publishing Corp.
300 West Adams Street
Chicago, Ill. 60606

InfoWorld/"The newspaper for the microcomputing community"
Published weekly by
InfoWorld
Suite C-200
Menlo Park, Calif. 94025

MACazine/ "The Macintosh Magazine for the Rest of Us"
Published monthly by
Icon Concepts Corp..
P.O. Box 1936
Athens, Texas 75751

MacUser/ "The Macintosh Resource"
Published monthly by
MacUser
P.O. Box 1540
Neptune, N.J. 07754-9964

MacWorld/ "The Macintosh Magazine"
Published monthly by
PC World Communications, Inc.
555 De Haro St.
San Francisco, Calif. 94107

PC/"The Independent Guide to IBM Personal Computers"
Published monthly by
PC
P.O. Box 2443
Boulder, Col. 80321

PC World/ covers IBM and compatibles
Published monthly by
PC World Communications, Inc.
555 De Haro St.
San Francisco, Calif. 94107

Personal Computing/ covers many
current issues, computers
Published monthly by
Hayden Publishing Company
10 Mulholland Dr.
Hasbrouck Heights, N.J. 07604

Publish/ "The Magazine of Desktop and
Personal Computer Publishing"
Published bi-monthly by
Publish
P.O. Box 51966
Boulder, Col. 80321-1966

Publisher's Auxiliary/ "The Newspaper Industry's
Oldest Newspaper"
Published bi-weekly by
Publisher's Auxiliary
1627 K Street NW Suite 400
Washington, D.C. 20006

The Seybold Report on Publishing Systems
22 issues a year ($240 yearly)
Published bi-weekly by
Seybold Publications Inc.
P.O. Box 644
Media, Penn. 19063

TypeWorld "The Newspapaper for Word Processing
and Typographic Communications"
Published tri-weekly by
Blum Publications
15 Oakridge Circle
Wilmington, MA 01887

Wheels for the Mind/ magazine by Apple Computer
through Boston College
published quarterly by
Apple Computer, Inc.
Wheels for the Mind
P.O. Box 810
Cupertino, CA 95015

Books: (we would recommend that persons interested in publication graphics and/or personal publishing consider these books as useful additions to their professional library)

Bove, Tony et al. **The Art of Desktop Publishing**: Using Personal Computers to Publish It Yourself (Toronto: Bantam Books, 1986) softback 296 pages

Cavuoto, James. **LaserWrite It!**: A Desktop Publishing Guide to Reports, Resumes, Newsletters, Directories, Business Forms and More (Reading, Mass.: Addison Wesley Publishing Co., Inc., 1986) softback 198 pages

Crow, Wendell C. **Communication Graphics** (Englewood Cliffs, N.J.: Prentice-Hall, 1986) hardcover 322 pages

Good, Philip and Kathryn. **Managing Your Office With Macintosh** (Radnor, Pa.: Chilton Book Company, 1985) softback 165 pages

Grout, Bill et al. **Desktop Publishing from A to Z** (Berkeley, Calif.: Osborne McGraw-Hill, 1986) softback 219 pages

Sandler, Cory. **Desktop Graphics for the IBM PC** (Morris Plains, N.J.:Creative Computing Press, 1984) softback 190 pages

Smith, Stan and H.F. Ten Holt, editors. **The Designer's Handbook** (New York: Gallery Books, 1984) hardcover 62 pages

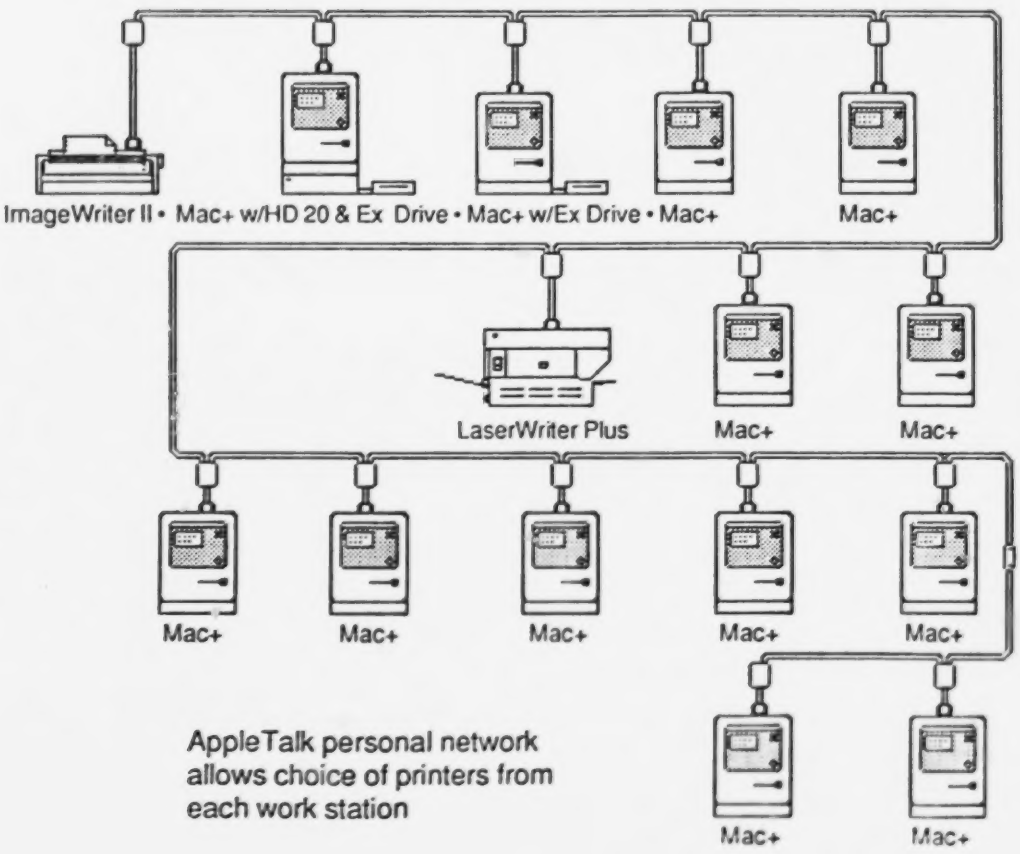
Ulick, Terry. **Personal Publishing with the Macintosh** Featuring Pagemaker Version 1.2 (Hasbrouck Heights, N.J.: Hayden Book Company, 1986) softback 287 pages

Attachment One

contains printouts from a system using a Koala Pad with a Commodore 64 computer, a disk drive, a Tymac interface and an Okidata 93 printer. Similar printouts have been made with a Commodore printer without the interface.

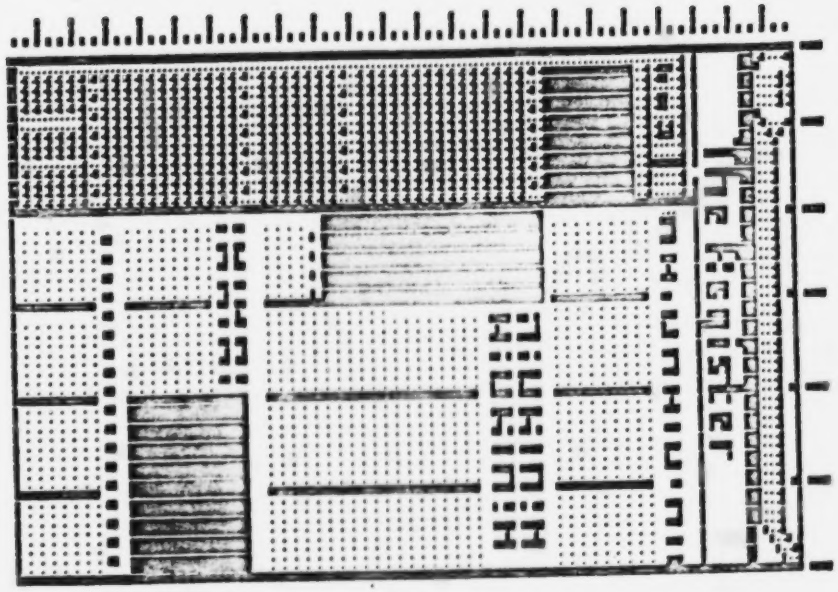
Attachment Two

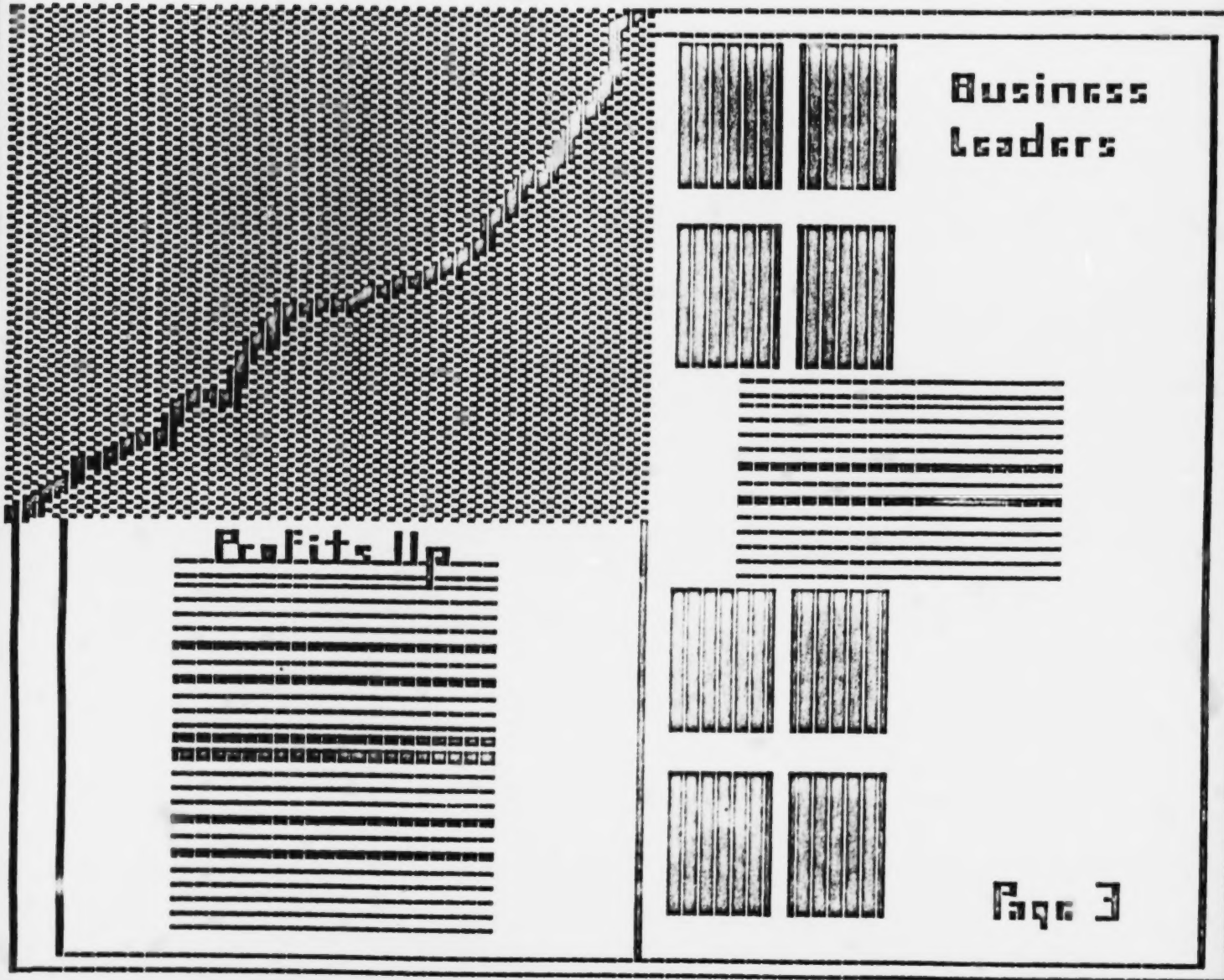
contains examples of classwork done by students with a normal cold-type system and work done with a Macintosh with laser printer. Also a Xerox reduction of a newspaper done on a laser printer, and an example of the use of Knight Ridder Graphics network in the school newspaper. A diagram of the new system at Florida A&M is below.



AppleTalk personal network allows choice of printers from each work station

Attachment one




Business
Leaders
Profits Up
Page 3

Attachment two

Examples of student work

Jennings of Naples...

The Oaks Shopping Center
2242 North Tamiami Trail
(813) 263-4677

One of Florida's finest and most complete tabletop and gourmet kitchen shops. Choose from the area's largest selection of china, such as Villleroy & Boch Haviland, Limoges, Royal Doulton, Fitz & Floyd, and Ansley.

Enhance your table with crystal by Waterford, Saint Louis, and Orrefors. View some of the world's most exquisite accessories, and complete the table settings with linens and a custom-designed silk floral arrangements. We also carry a wide variety of gourmet cookware and utensils.

Project done using traditonal cold type from phototypesetter.

Jennings of Naples. . .

One of Florida's finest and most complete tabletop and gourmet kitchen shops. Choose from the area's largest selection of china, such as Villeroy & Boch, Haviland, Limoges, Royal Doulton, Fitz & Floyd, and Anysley.

Enhance your table with crystal by Waterford, Saint Louis, Orrefors. View some of the world's most exquisite accessories, and complete the table settings with linens and a custom-designed silk floral arrangement . We also carry a wide variety of gourmet cookware and utensils.

The Oaks Shopping Center • 2244 North Tamiami Trail • (813) 263-4677

Project done using type galleys from Apple LaserWriter.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

FAMU Celebrates Its Centennial

see story on page 7

Workshopper

Journalism Florida A&M University Summer 1986

Workshoppers tackle today's big problems

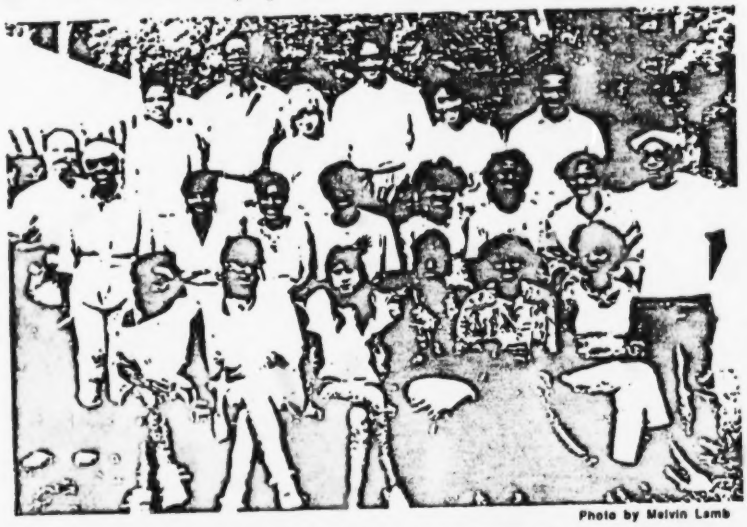


Photo by Melvin Lamb

Workshoppers relax at Wakulla Springs: First row, left to right, Richelle Williams, Jennifer Lamont, Era Wakes, Olivia Jones, Tia Boyd, Joanna Gittens. Second row, left to right, Prof. Michael Abrams, Prof. Diane Hall, Debra Goosby, Clarassa Potter, Erika Dotson, Nichelle Bankston, Malika Brown, Pamela Bridgewater, Prof. J. W. Snorgrass. Last row, left to right, Lisa Moore, Prof. Roosevelt Wilson, Debra Blotz, Delton Hansberry, Shea Speights, Robert Dotson.

By Jennifer Lamont
and Richelle Williams

"Enhancement" and "improvement" were the key words to this year's Journalism Workshop at Florida A&M University this summer.

Fifteen students from the states of Florida and Georgia had the opportunity to practice their journalistic skills on a college level.

Every summer for the past 10 years, The Dow Jones Newspaper Fund has offered workshop scholarships to students who are interested in the field of journalism and who qualify by applying.

The workshop, which costs approximately $10,000 to finance, lasted two weeks. In those two weeks, students learn the basics of interviewing and writing. They also learned how to take professional pictures and develop them, and the laying out and designing of a newspaper.

Under the direction of the professors from the Journalism Department, the workshoppers put to use the skills they had learned and busily prepared the 1986 publication of "The Workshopper." The theme for this year's newspaper was "Problems and Concerns of Today's Youth."

In an interview with Diane Hall and J. William Snorgrass, the directors of the program, it was noted that the ideal workshopper is considered to be "eager, inquisitive, and willing to learn."

The workshoppers all portrayed these characteristics as they spent many hours writing news stories, features, and editorials for the issue. The topics of the articles ranged from drinking and driving to today's new music.

"I think there is an appropriate mixture of combined talents that should result in a well-balanced paper," said Prof. Roosevelt Wilson, who helped edit the articles. While they weren't preparing stories, the workshoppers did various activities and listened to different speakers. One of the activities was a picnic at Wakulla Springs, and a sightseeing tour of the Capitol. They also listened to many speakers about college and careers in journalism.

At the end of the two weeks, students were to be given a banquet

Continued on Page 3

Drug abuse epidemic among teens

By Jennifer Lamont

Why is there an increasing problem of drug abuse among teens today?

Here's what one expert says:

"Learning to live in the complex world we share today is a challenge to most people. But to others it is an agonizing experience that seems to emphasize failure. One failure tends to lead into another... taking the young person's fragile self-concept with it."

These words, although taken out of a pamphlet from a rehabilitation center for drug and alcohol abusers, seem to express the minds of all young people who have the problem of abusing drugs and alcohol.

Although statistics show that an increasing death rate among adolescents is directly related to alcohol and drug abuse, teenagers continue to experiment and use drugs as much, if not more, than in previous years.

Numbers taken from various national statistics show that alcohol-related auto crashes are the leading cause of death in young Americans between the ages of 16 and 24.

Although alcohol abuse is so large-scale, the drug that is rapidly becoming more popular with teens is cocaine. In an article by a writer who calls himself "Street Pharmacologist," it was noted that since 1980, the number of patients reporting cocaine problems has increased by 300 percent, and, in other statistics, adolescent cocaine experimentation has doubled in the last year.

According to teens who were interviewed and Ken Decerchio, the clinical director of DISC (Drug Information Services Center) Village in Leon County, most teens get involved with drugs because of their family life and peer group. Decerchi said that 50 percent of all drug abusers come from families with drug abusers in them. He also said, "For most teens, drugs provide an outlet that they can't get from

Continued on Page 3

Photo by Melvin Lamb

Laser printer gives workshoppers edge

By Staff Reporter

A taste of the future was presented to workshoppers at Florida A&M University this week as they produced their newspaper with the help of a new machine which harnesses the power of light--the laser printer.

The laser printer typesetter, manufactured by Apple Computer, became part of Florida A&M University's student newspaper recently when the school became one of the first in the country to set some of its type by electronic beam rather than the old-fashioned chemical photo process.

The school has equipped a lab with 15 Macintosh computers which will soon be attached to another laser printer and used for teaching a variety of subjects from editing and design to magazine writing, according to Dr. Michael Abrams who teaches in the School of Journalism, Media and Graphic Arts.

"Although I had not worked with a Macintosh before," said workshopper Jennifer Lamont, "I now realize how quickly we were able to do the newspaper. It really helped."

"By being on the cutting edge of technology FAMU is able to offer students this valuable experience," said Abrams. "We're happy that they jumped right in and learned the system."

Humphries gets personal with mail and phone calls

Photo special to the Workshopper

President Humphries

By Pamela Bridgewater

Dr. Frederick Humphries likes to make students feel needed. That's why he sat down and wrote 800 letters to individual high school students this year.

It's one way he's answered anyone who doubted. It was just over a year ago that Florida A&M University underwent a momentous change in its structure-- a new president. This change brought about other changes--new administrators and priorities--which caused a question mark to appear in the minds of many individuals.

But now the question mark has been replaced by what many see as a bold exclamation point--Dr. Frederick S. Humphries--who came to FAMU from the presidency of Tennessee State University.

Observers say that if there is a direct opposite of the weak/silent type, this man is it. He makes his living by talking with and involving himself in the activities of the students at Florida A&M. However, it does not stop there.

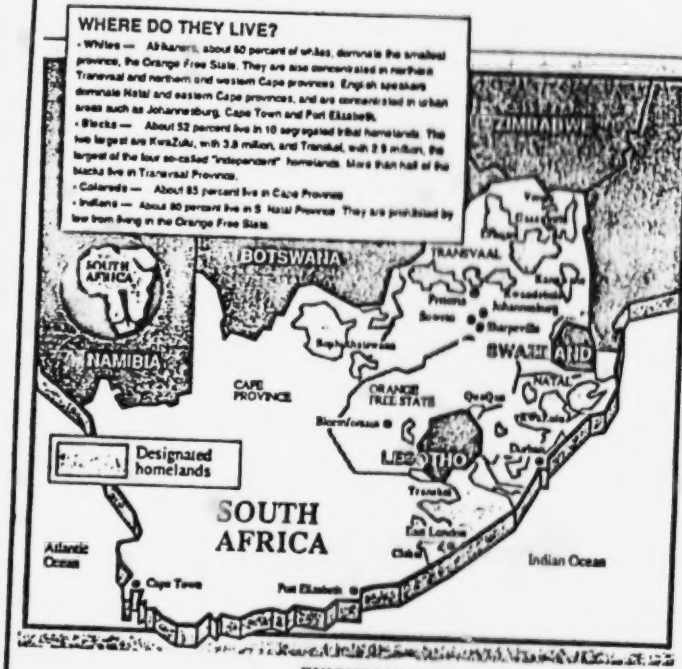
His involvement spills over into the community. This, along with his attitude of optimism, makes him a very positive figure and role model, say observers.

Under Dr. Humphries' administration, freshman enrollment is 20 percent high er than previous years. This rise in enrollment is primarily due to an extensive recruiting program developed by Dr. Humphries. The program includes

Continued on Page 3

Editorial

Dr. King would have focused on S. Africa


WHERE DO THEY LIVE?
• Whites — Afrikaners, about 60 percent of whites, dominate the smallest province, the Orange Free State. They are also concentrated in northern Transvaal and northern and western Cape provinces. English speakers dominate Natal and eastern Cape provinces, and are concentrated in urban areas such as Johannesburg, Cape Town and Port Elizabeth.
• Blacks — About 52 percent live in 10 segregated tribal homelands. The two largest are KwaZulu, with 3.8 million, and Transkei, with 2.9 million, the largest of the four so-called "independent" homelands. More than half of the blacks live in Transvaal Province.
• Coloreds — About 85 percent live in Cape Province.
• Indians — About 80 percent live in S. Natal Province. They are prohibited by law from living in the Orange Free State.
ZIMBABWE
BOTSWANA
TRANSVAAL
SOUTH AFRICA
NAMIBIA
SWAZILAND
CAPE PROVINCE
ORANGE FREE STATE
NATAL
LESOTHO
Designated homelands
SOUTH AFRICA
Atlantic Ocean
Indian Ocean
Cape Town
Port Elizabeth
East London
Durban

KNIGHT-RIDDER GRAPHICS NETWORK

Thirty-one years after the highest court in the land banned segregation in the United States, black Americans have a national holiday to pay homage to the man chiefly responsible, Dr. Martin Luther King Jr. Dr. King joined George Washington, the first president of the United States, to become only the second American to be honored with a national holiday.

Hats off to Coretta Scott King, Andrew Young, SCLC President Joseph Lowery, Stevie Wonder–who wrote "Happy Birthday"– and everyone involved.

Dr. King, facing much adversity and many threats, ultimately gave his life in hope that one day his kids could enjoy the same privileges as those of white children. Coalitions of civil rights workers, headed by Dr. King and his non-violent philosophy, fought for basic liberties that had been denied to Negroes since this country was born. His belief was that every man was created with equal rights.

Dr. King stood by his belief, won, and will forever be remembered in America as a humanitarian, a great leader, and emancipator. Rev. Jessie Jackson told Mutual Black Network News that, "We should use this holiday not as a day to take off from work to enjoy frivolous activity, but to gain strength for the tough days ahead."

From one of Dr. King's most famous quotations, one could answer one of the most unanswered questions in American history. What would Dr. King be doing had he not been martyred by an assasin in 1968? King once said "We (referring to the non-violent movement) realize that injustice anywhere, is a threat to justice everywhere. We are as concerened about the problems in South Africa as we are about the problems of the United States."

So, a guess may well be correct. Dr. King would probably be in South Africa comforting and lending support to Winnie Mandela, negotiating the release of her imprisioned husband Nelson. He would be conferring with South African honcho Peter Botha over the indignities inflicted upon the natives of that country.

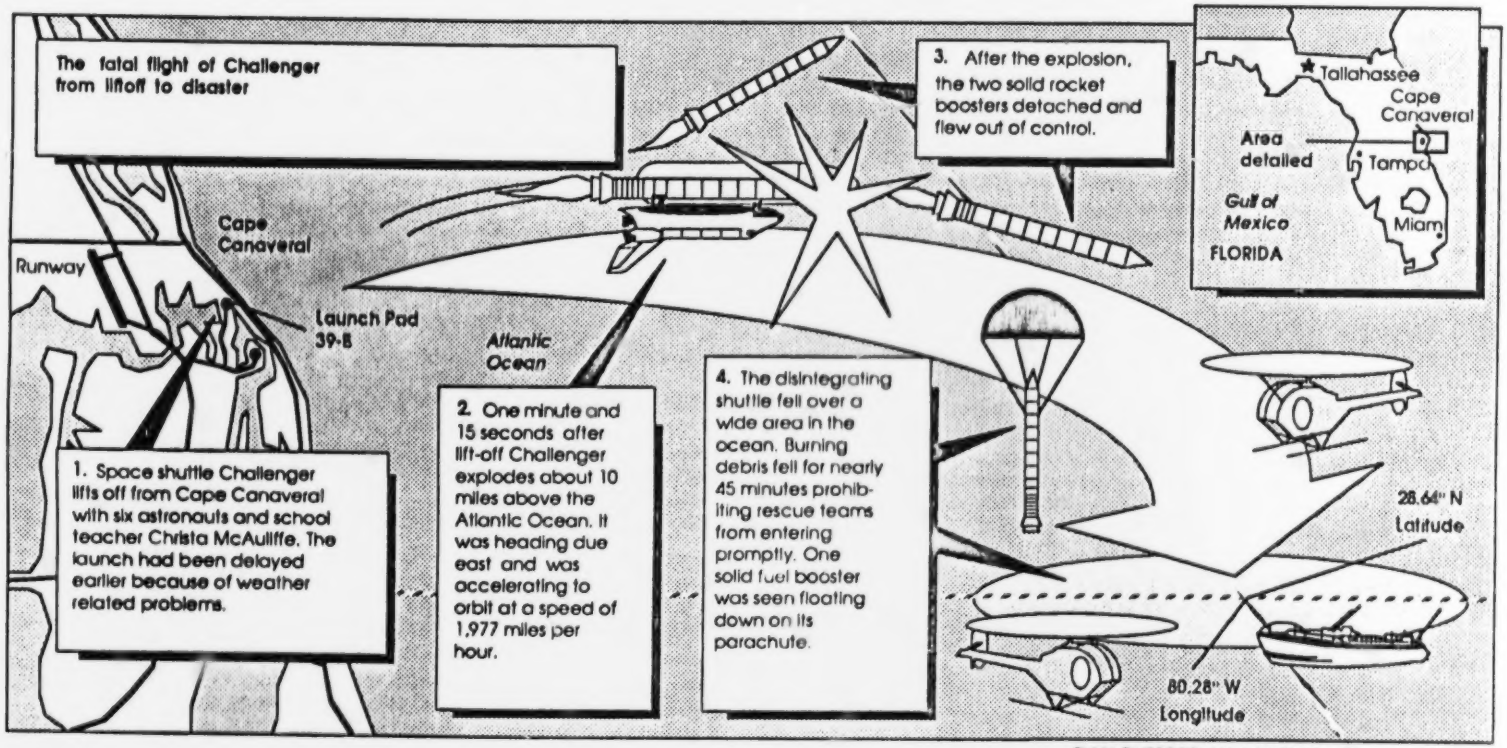
The South African government operates on apartheid policy, which prohibits blacks to own property, go to certain schools, hold certain jobs, and forces them to live in designated homelands (as indicated on the map). This system has frightening similarities to the United States before the Civil Rights Act of 1965.

Without fear of being grossly incorrect, this is the most accurate assumption as to where and what Dr. King would be doing in 1986.

Entertainers have banned together and vowed not to play "Sun City," a hot stop on any world concert tour. The average Joe would never even be asked to play a concert in South Africa, so what could we do? Take Jessie's advice. Go to class on Dr. King's holiday. The only way to make a difference is to seek higher education so we can have a voice and be respected globally. Go to work. Don't close up shop. We fought for years to get a day to honor our martyred King, not for another day off. Dr. Martin Luther King Jr. would have wanted it that way.

–Victor Inge

BEST COPY AVAILABLE


The fatal flight of Challenger from liftoff to disaster
1. Space shuttle Challenger lifts off from Cape Canaveral with six astronauts and school teacher Christa McAuliffe. The launch had been delayed earlier because of weather related problems.
Cape Canaveral
Runway
Launch Pad 39-B
Atlantic Ocean
2. One minute and 15 seconds after lift-off Challenger explodes about 10 miles above the Atlantic Ocean. It was heading due east and was accelerating to orbit at a speed of 1,977 miles per hour.
3. After the explosion, the two solid rocket boosters detached and flew out of control.
4. The disintegrating shuttle fell over a wide area in the ocean. Burning debris fell for nearly 45 minutes prohibiting rescue teams from entering promptly. One solid fuel booster was seen floating down on its parachute.
Tallahassee
Cape Canaveral
Area detailed
Tampa
Gulf of Mexico
Miami
FLORIDA
28.64° N Latitude
80.28° W Longitude

DAN CLIFFORD / Knight-Ridder Graphics Network

BULLETIN BOARD: Knight-Ridder Graphics
FOLDER: General News: United States
SUBFOLDER: Accidents and Disasters
SUBJECT: Challenger: Fatal flight
ARTIST/ORIGIN: Dan Clifford/Miami Herald
RECOMMENDED WIDTH: 4 columns
ENTERED: 01/28/86